



Ermysted's Grammar School

School Development Plan 2021-22

Updated February 2022

School Priorities

A. Quality of Education

- A1 Reflect on and respond to the educational impact of the pandemic**
- A2 Ensure consistently high quality teaching in all areas of the curriculum (see D2 also).**
- A3 Oversee the progress of the first examination cohort of the revised school curriculum.
- A4 Review and refine provision for disadvantaged pupils and SEND, including support for PLAC cohort.
- A5 Secure positive value-added residuals consistently across all subjects and at all levels.

B. Behaviour and attitudes

- B1 Embed positive behaviour and climate for learning.**
- B2 Expand and enrich the extracurricular offer (see C2 also).
- B3 Review and refine methods to maintain high levels of pupil attendance.
- B4 Embed whole school rewards system.

C. Personal development

- C1 Embed the Personal Development programme across the school.**
- C2 Embed mental health support and encourage pupils to maintain an active lifestyle (see B2 and C1 also).
- C3 Support pupils to engage with views, beliefs and opinions that are different from their own.
- C4 Embed careers provision, including advice on Post-16 options.

D. Leadership and Management

- D1 Manage the impact of the coronavirus pandemic on the operation of the school and the workload of the staff.**
- D2 Support the development of teachers' subject and pedagogical knowledge (see A2 also).
- D3 Maintain a sustainable school budget.
- D4 Develop partnerships with local schools and outside agencies.
- D5 Enhance the school buildings and infrastructure.

Key school priorities in bold-type

Approved: _____

C N Worts, Chair of Governors

Date : _____



Ermysted's Grammar School School Development Plan 2021-22

A. Quality of Education

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Reflect on and respond to the educational impact of the pandemic	(i) Evaluate the impact of the pandemic on the pupils' skills and knowledge, especially the prior knowledge of new pupils in Year 7 and Year 12. Utilise catch up funding and internal resources to support interventions, especially (we expect) in the literacy and reading skills of Year 7 pupils.	A1	PD HoFs	Autumn term	Catch up funding	(i) Impact assessed (autumn term); Catch up funding allocated according to need and interventions deployed during the year; Impact seen in progress data waypoints. Library data.	<i>(i) Autumn progress data analysed and intervention groups identified. Year 7 and Year 8 handwriting assessed. Year 7 Literacy and Year 7 / Year 8 Handwriting intervention begun. Accelerated Reader booked and planned to start after Feb half term following analysis of KS3 reading.</i>
	(ii) Prepare staff and pupils for potential future disruptions to learning (training will be required for those new to the school) and review and strengthen IT provision where gaps are identified (especially for the new pupils).		SLT	Sept 2021	n/a	(ii) Training and guidance delivered.	<i>Interventions planned and in place by Feb half term including Y9, 11 and 13 Maths, Y7 and Y11 English, Science and Humanities Y11 and Y13. Increased ATA capacity planned for spring 2022.</i>
	(iii) Finalise curriculum planning including making necessary adaptations to assessment procedures as a precautionary measure for 2022 exam cancellations. Sols to be adapted for September 2021 both to address the impact of Covid restrictions (e.g. to fieldwork, science and DT practicals), to revisit or embed skills, and to draw links between subjects. Additional curriculum adaptations to be made, for example in English and History.		PD HoFs	Sept 2021	Faculty Budgets	(iii) Curriculum planning documents completed, website updated.	<i>(ii) Training completed (Sept 2021). Parents contacted and issues resolved (Sept and Dec 2021). Additional laptops (staff, SEND, and PP) ordered and deployed.</i>
	(iv) Review assessments in light of the 2020-21 disruption, adapt and re-sequence in line with revised SoLs where required.		PD HoFs	Sept 2021	n/a	(iv) ARR milestones	<i>(iii) Curriculum planning documents finalised and published to website (Sept 2021). Formal assessment process reviewed and mapped out as per DFE guidelines in preparation for summer exam disruptions.</i>
	(v) Consider changes in destination trends for 2022, especially the potential for an increased number of deferrals and Year 14 applications.		AJJ	Autumn Term	n/a	(v) Students supported as required in the 2022 entry process.	<i>(iv) Assessment timings adapted in Year 11 and Year 13 to accommodate 2022 exam requirements.</i> <i>(v) Year 14s supported with the 2021-22 UCAS process.</i>



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A. Quality of Education

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Ensure consistently high quality teaching in all areas of the curriculum (see D2 also).	(i) Support the induction of the new teaching appointments by providing bespoke twilight sessions.	A2	SLT	Sept 2021	n/a	(i) PM process, mid-year PM waypoint and final assessment in Oct 2022	<p><i>(i) Staff given full induction and support with SIMS, Class Charts, Teams and the staff laptops. New staff received support from Deputy Head welfare. QATL shows staff have settled well.</i></p> <p><i>(ii) Term 1 progressed well for both ECTs. Training provided by Red Kite for mentors, lead and ECTs. PE ECT contract extended by one year reflecting positive start.</i></p> <p><i>(iii) Twilight training delivered according to schedule to address priorities identified in 2020-21. New faculty meeting schedule underway to support CPD.</i></p> <p><i>(iv) Completed. New areas for development identified in the autumn term QATL and actioned in subsequent twilights, including sharing of best practice.</i></p> <p><i>(v) Book pull undertaken in the autumn term to assess practice. Action taken as required and further training built into CPD programme.</i></p>
	(ii) Support ECTs through the first year of their induction. Red Kite external provision in place to deliver the ECT programme, internal subject mentors appointed and nct allocated within the timetable. DHT Lead coordinator.		PD	All year	School Budget	(ii) Staff successfully complete their first year of induction.	
	(iii) Further develop opportunities in CPD and Faculty meeting time to explore teaching and learning strategies for integrating new knowledge into long-term memory. Increase the number of twilight training sessions to broaden the CPD programme and increase the number of faculty meetings to help assimilate the training.		PD SDS HoFs	All year	CPD Budget	(iii) Training delivered to schedule, impact evidenced in the QATL processes.	
	(iv) Reintroduce formal QATL in the autumn term (deferred during the pandemic). Use the process to highlight existing good practice and inform CPD foci for the January Inset and the remaining twilight CPD sessions.		MJE PD	January Inset	n/a	(iv) Reviews completed, reports written and disseminated to governors and staff. Evidence of best practice seen in QATL processes.	
	(v) Embedding marking and assessment practice across the school (deferred during the pandemic).		PD HoFs	Autumn Term	n/a	(v) QATL process, HoF minutes, CPD records.	
	(vi) Review the effectiveness of the transition work at Year 7, Year 12 and Year 13.		AJJ	Autumn Term	n/a	(vi) Pastoral minutes, any resulting actions scheduled and completed	



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Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Oversee the progress of the first examination cohort of the revised school curriculum.	<p>(i) Monitor and support progress in MFL. and Gg as the increased cohorts approach their GCSE exams.</p> <p>(ii) Support the reintroduction of Cl and La to the A Level curriculum.</p> <p>(iii) Review and evaluate the curriculum adaptations to the KS4 enrichment carousel in time for changes (if any) to be made ahead of the 2022-23 timetable.</p>	A3	<p>SDS</p> <p>KOL PD</p> <p>PD</p>	<p>ARR milestones</p> <p>Sept 2021</p> <p>May 2022</p>	<p>n/a</p> <p>Faculty Budget</p> <p>n/a</p>	<p>(i) GCSE outcomes Aug 2022</p> <p>(ii) Planning documents, progress data (through the year), QATL records.</p> <p>(iii) Review completed. Actions taken. Evidenced in QATL processes.</p>	<p><i>(i) tbc</i></p> <p><i>(ii) Autumn term progress data is encouraging. New staff successfully inducted into the department.</i></p> <p><i>(iii) tbc</i></p>
Review and refine provision for disadvantaged pupils and SEND, including support for PLAC cohort.	<p>(i) Assess impact of pandemic on disadvantaged pupils, SEND, and those who may have become disengaged during periods of remote education. Build in opportunities to close the (if any) gap for these pupils.</p> <p>(ii) Roll out additional familiarisation support for disadvantaged pupils in the 2022 entrance test (2023 entry).</p> <p>(iii) Consider ten needs of the PLAC cohort, especially in Year 7. Provide staff training on these needs from DHT.</p>	A4	<p>AJJ</p> <p>MJE</p> <p>AJJ</p>	<p>Autumn term</p> <p>April 2022</p> <p>Autumn Term</p>	<p>PP funding</p> <p>School Budget</p> <p>PP funding</p>	<p>(i) Review completed, resources assigned, interventions made, impact evidenced in progress data.</p> <p>(ii) Provision in place from April 2022 (to be evaluated in 2023).</p> <p>(iii) Review completed and training provided. Impact evidenced in follow up reviews.</p>	<p><i>(i) Analysis completed - to be extended by individual pupil interviews. Action taken where required eg handwriting interventions KS3 and increased ATA capacity planned spring 2022.</i></p> <p><i>(ii) Three-year contract signed. Provision on track for Easter 2022.</i></p> <p><i>(iii) On going</i></p>



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Secure positive value-added residuals consistently across all subjects and at all levels.	<p>This will include all actions identified in sections A, B, C and D. In addition:</p> <p>(i) Evaluate impact of interventions in previous academic year. Identify focus groups and monitor progress, particularly LPAoE, Y11 and Y13 pupils at risk of not gaining access to Higher Education pathway, and the disadvantaged cohorts.</p> <p>(ii) Reflect on TAG process and outcomes. Faculties to review assessment processes and make necessary changes.</p> <p>(iii) Identify best practice and share as appropriate.</p> <p>(iv) Provide bespoke training for pupils on revision techniques and organisation of learning content.</p> <p>(v) Where available, utilise specialist staffing to provide timetabled support for A Level, including utilising the Wednesday afternoon timetable slot to offer catch-up support to Year 13 pupils. SLT may be used to provide small scale interventions for GCSE English and mathematics in the autumn term.</p>	A5	<p>PD with HoFs</p> <p>MJE</p> <p>PD</p> <p>PD</p> <p>MJE</p>	<p>Actions in place Sept 2020 and reviewed at least half termly</p>	see FDPs	<p>(i-v) Outcomes August 2022; internal assessment and tracking, QATL processes. Increase overall VA performance from 2019 (last official figure available).</p>	<p><i>(i) See analyses. Performance by group at GCE and GCSE in line or better than wider cohort.</i></p> <p><i>(ii) and (iii) tbc</i></p> <p><i>(iv) Autumn term DHT conducted assembly on revision strategies; spring term CGP guides on effective revision strategies distributed to Y11, guide for revision strategies shared with all parents.</i></p> <p><i>(v) Interventions planned for Y11 Maths (MJE). Timetabled intervention sessions in economics, maths and science. Further interventions tbc</i></p>



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Embed positive behaviour and climate for learning.	(i) Extend CPD opportunities on classroom positive behaviour strategies. This will include supporting staff to build pupil confidence and resilience following extended school closures, especially for those new to the school.	B1	AJJ	All year	CPD Budget	(i) Training delivered to schedule, impact evidenced in the QATL processes.	<i>(i) Training planned for 10th May.</i>
	(ii) Re-establish daily routines and habits. Support, monitor and review new role of Behaviour and Attendance Officer.		SLT	Sept 2021	n/a	(ii) Orderly start to the year, Behaviour and attendance data. QATL data.	<i>(ii) Induction completed. Autumn term behaviour has been excellent. New officer has made an immediate impact and contract made permanent.</i>
	(iii) Monitor specific groups of pupils, including analysing behaviours and sanctions.		AJJ SDS	All year	n/a	(iii) ARR milestones and analysis.	<i>(iii) On going. No issues noted at the time of writing.</i>
	(iv) Continue to explore alternative sanctions that avoid exclusion e.g. removal of social time with peers, reflective presentations to SLT, restorative conversations with peers, etc.		SLT	All year	n/a	(iv) Behaviour statistics	<i>(iv) On going. Trend of fewer sanctions being applied has continued into 2022.</i>
	(v) Develop the anti-bullying strategy including pupil-led anti-bullying campaign.		AJJ HoS	Autumn Term	n/a	(v) Programme developed and deployed. Behaviour analyses.	<i>(v) Currently with the Year councils.</i>
	(vi) Follow up on findings from the recent sexual harassment and relationships surveys. Develop the programme of external experts to support the delivery of these topics.		AJJ HoS	Autumn Term	School Budget	(vi) Programme developed and deployed. Behaviour analyses.	<i>(vi) On going. Analysis completed and discussion among staff and governors. Some speakers have already visited the school.</i>
	(vii) Monitor, review and support new pastoral leadership structures.		MJE AJJ	All year	n/a	(vii) PM process, mid-year PM waypoint and final assessment in	<i>(vii) On going.</i>



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Expand and enrich the extracurricular offer (see C2 also).	<p>(i) Relaunch the pupil-led clubs and societies. Significantly increase the number and frequency of the extracurricular sporting, theatrical, and musical opportunities.</p> <p>(ii) Review and embed Ermysted's Award and extend provision of activities linked to House competitions.</p> <p>(iii) Recording and evaluating pupil attendance of extra-curricular activities to be developed through oversight of the new EVC role.</p>	B2	SLT SDS EVC	All year Summer Term All Year	School Budget School Budget n/a	<p>(i) Programme relaunched to schedule, wider and deeper range of activities, high and balanced uptake by pupils.</p> <p>(ii) Uptake and success of the 2022 Awards programme.</p> <p>(iii) Analyses drafted and shared with staff and governors. Action points (if any) identified and processed.</p>	<p><i>(i) New clubs up and running (see website), with a big growth in the number of sports teams and musical ensembles available. Pupil survey Jan 2022 indicates wide spread participation in extra-curricular events, especially DofE.</i></p> <p><i>(ii) On going.</i></p> <p><i>(iii) On going. Survey of participation planned for the summer term (to ensure we capture</i></p>
Review and refine methods to maintain high levels of pupil attendance.	<p>(i) Extend process of using attendance data more closely to identify cohorts of pupils who are persistently absent by monitoring attendance on a six-month rolling programme. Increased capacity through Behaviour and Attendance Officer will support this further.</p> <p>(ii) Build on increased profile on attendance through assemblies and school-to-parent communication.</p> <p>(iii) Repeat Phase 2 (SLT monitoring of am arrival) and then initiate Phase 3 (increased recording, monitoring and intervention by tutors) of strategy to reduce lateness. Target punctuality to registration in particular, including punctuality to pm registration for those in the Sixth Form.</p>	B3	AJJ HoS SLT HoS SLT HoS Tutors	All year All year Sept 2021 (Phase 2) All year (Phase 3)	n/a n/a n/a	<p>(i) Persistent absence reduced (from pre-pandemic levels) and unauthorised absence maintained at historically low levels.</p> <p>(ii) As (i) above.</p> <p>(iii) Punctuality to registration returns to pre-pandemic levels.</p>	<p><i>(i) On going. Autumn term attendance data analysed to identify non-COVID absence.</i></p> <p><i>(ii) Assembly programme currently paused due to mock exams and contingency planning. Letter to be drafted shortly.</i></p> <p><i>(iii) Plans superseded by the enlargement of the attendance team during the autumn term. Attendance and punctuality is good, despite continuing disruptions on public transport arising from the pandemic.</i></p>
Embed whole school rewards system.	<p>(i) Explore ways to extend celebration of pupil engagement at whole school level, building on the termly identification of pupil awards by class teachers through SIMs</p>	B4	SLT	All year	School Budget	<p>(i) Termly behaviour records and other analyses demonstrate the breadth of pupil engagement.</p>	<p><i>(i) On going. Postcards sent home to KS3 last term.</i></p>



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
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C. Personal development

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Embed the Personal Development programme across the school.	(i) Review the effectiveness of the timetabled PSHCE lessons and Form Tutor programme in Years 7 to 13 via Learning walks and other QATL activities.	C1	AJJ ABM	Spring Term	n/a	(i) QATL analyses	<i>(i) Learning walks completed during the autumn term. Action points developed.</i>
	(ii) Embed the Sixth Form Lecture Series and respond to new foci such as mental health and creative careers.		AJJ HoYs	All year	n/a	(ii) Programme schedule and student feedback.	<i>(ii) Programme continues. Mental Health has featured prominently so far.</i>
	(iii) Consider the wider programme of RSE and address national priorities such as student mental health, sexual harassment and relationships.		AJJ ABM	All year	n/a	(iii) Programme schedule and student feedback.	<i>(iii) Action on pejorative language planned in light of pupil survey findings.</i>
	(iv) Plan and deliver effective PD drop down days for Years 7, 8, 10 and 12.		AJJ HoS	All year	School Budget	(iv) Programme schedule and student feedback.	<i>(iv) Drop down days planned to supplement existing programme.</i>
	(v) Plan and deliver a broad programme of activities during Enrichment Week.		SDS	Summer Term	Donations	(v) Programme schedule, student, parent and staff feedback.	<i>(v) On going</i>
	(vi) Relaunch the Year group councils and the various roles of the Senior Prefecture.		AJJ	Autumn Term	n/a	(vi) Council minutes, action points, and student feedback.	<i>(vi) Councils currently working on the Anti-bullying policy</i>
Embed mental health support and encourage pupils to maintain an active lifestyle (see B2 and C1 also).	(i) Make effective use of additional pastoral capacity to support pupil MH, including increases in the Sixth Form Pastoral Team (SFPT) and the new Behaviour and Attendance Officer.	C2	AJJ	All year	n/a	(i) PM process, mid-year PM waypoint and final assessment in Oct 2022.	<i>(i) New officer appointed on a permanent basis and given the additional responsibility as AHoKS3.</i>
	(ii) Appoint a replacement counsellor and extend other levels of internal pupil support.		MJE AJJ	Sept 2021	School Budget	(ii) Appointment made. Pupil analyses evidence the impact.	<i>(ii) Issues encountered recruiting a replacement counsellor but increasing youth worker support seems possible.</i>



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C. Personal development

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Support pupils to engage with views, beliefs and opinions that are different from their own.	(i) Develop opportunities for different faith groups to take an active role in the school assembly programme.	C3	SLT	All year	n/a	(i) Assembly programme 2021-22 speaks to the success of this initiative.	<i>(i) tbc</i>
	(ii) Establish a pupil-led multi faith prayer room.		SLT	Autumn Term	n/a	(ii) Supervised space created and being used successfully.	<i>(ii) Done and being used by several year groups.</i>
	(iii) Develop a LGBTQ+ focus group.		AJJ	Autumn Term	n/a	(iii) Group established and contributing effectively to the school's inclusive ethos.	<i>(iii) tbc</i>
Embed careers provision, including advice on Post-16 options.	(i) Embed the Post-16 pupil interviews. Seek to expand the staff team to enable some degree of specialism.	C4	PD	Autumn	n/a	(i) Interviews completed to schedule and pupils informed effectively of post-16 options.	<i>(i) Done, team expanded. Positive feedback from pupils.</i>
	(ii) Provide Unifrog training to tutors.		GB	Sept 2021	n/a	(ii) Training delivered and impact seen in the support of students and the 2022 UCAS process.	<i>(ii) Two twilight and INSET CPD sessions completed. An additional twilight session on UCAS planned for March for KS5 staff.</i>
	(iii) Raise awareness of creative careers		SLT	All year	n/a	(iii) Impact seen in surveys and student destinations.	<i>(iii) Materials built into Careers Sol. Further work tbc</i>
	(iv) Respond to the small but growing interest in higher level apprenticeships.		AJJ	Autumn	n/a	(iv) Impact seen in applications and student destinations.	<i>(iv) Opportunities limited by the pandemic but efforts to advertise options continue.</i>
	(v) Year 10 work experience to be organised in-house (deferred from 2019-20). Revisit plans for Year 12 work experience (summer 2022).		PD NR	Summer Term	School Budget	(v) WEx programme completed to schedule. Impact measured via surveys and reported to GB.	<i>(v) On going. Parent information virtual event and pupil assemblies completed. Mock interviews completed and paperwork finalised.</i>



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D. Leadership and Management

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Manage the impact of the coronavirus pandemic on the operation of the school and the workload of the staff.	(i) Continue initiatives including alternative therapies, counselling and Health Assured programme.	D1	SLT	Sept 2021	School Budget	(i) Programme in place and seen to be supporting staff e.g. staff survey.	<i>(i) Health Assured Programme has been used by staff. Opportunities to deploy alternative therapies limited by the pandemic, however.</i>
	(ii) Explore methods to support staff mental and physical well-being.		SLT	All year	School Budget	(ii) Inset days utilised to provide further training.	<i>(ii) Mental health and wellbeing inset well attended (Jan 2022).</i>
	(iii) Review staff workload to assess the impact of recent policy initiatives such as the reduction in ARR workload and the new assessment and marking policy and recent investments such as InTouch and DocuSign.		SLT	Autumn Spring	n/a	(iii) Review undertaken, action points identified and enacted.	<i>(iii) Plans for Covid related staff absence outlined including contingencies to support staff workload in these circumstances. tbc</i>
	(iv) Review the impact of recent increases in pastoral capacity, especially in the Sixth Form.		SLT	Autumn	n/a	(iv) Review undertaken and effectiveness evaluated.	<i>(iv) tbc</i>
	(v) Make further investments in the staff facilities to encourage staff to make use of the staff room and increase contact with colleagues from across the school.		SLT	Sept 2021	School Budget	(v) Facilities in place to support staff and encourage social contact. Good staff morale noted via surveys and other means.	<i>(v) Investments made but opportunities to mingle have been limited by the pandemic.</i>
Support the development of teachers' subject and pedagogical knowledge (see A2 also).	(i) Use the planned QATL processes to identify existing good practice among the staff. Use Inset days to share more widely among the staff.	D2	MJE PD	Autumn Spring	CPD Budget	(i) QATL processes completed, evidence evaluated and areas identified.	<i>(i) Done via the QATL process and staff identified to lead CPD for colleagues.</i>
	(ii) Devise and deliver a Twilight CPD programme to enhance teachers' skills and knowledge.		PD SDS	All year	CPD Budget	(ii) Programme devised and delivered. Impact noted via QATL.	<i>(ii) On going. See Staff Handbook for details.</i>
	(iii) Ensure new teaching staff are able to deliver remote education effectively through bespoke IT training in the autumn term.		MJE	Autumn	CPD Budget	(iii) Programme devised and delivered. Impact noted.	<i>(iii) Done.</i>
	(iv) Develop a Staff CPD lending library.		MJE	Autumn	n/a	(iv) Library established and being used.	<i>(iv) tbc. In addition, subscription paid to National College to enable staff to access CPD online.</i>



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D. Leadership and Management

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Maintain a sustainable school budget.	(i) Consider whether any further operational efficiencies can be achieved now that the revised curriculum model is fully deployed.	D3	MJE SDS	Summer	n/a	(i) Review curriculum needs and refine as needed and if possible ahead of the 2022-23 cycle.	<i>(i) On going</i>
	(ii) Seek the continued support of our parents and alumni to support specific projects.		MJE	All year	n/a	(ii) PA and Old Boys' Society continue to support initiatives.	<i>(ii) Old Boys' have funded the second defibrillator. The PA have funded the climbing wall.</i>
	(iii) Maximise lettings income and seek to develop new revenue streams when practicable.		ADW	All year	n/a	(iii) Impact seen against FY21 budget.	<i>(iii) Lettings have resumed but opportunities to date have been limited.</i>
	(iv) Explore opportunities for external funding for capital projects around the school.		ADW	All year	n/a	(iv) Grants secured.	<i>(iv) tbc</i>
	(v) Reconsider the benefits of Academy Status.		SLT	By 31 Jan 2022	n/a	(v) Consultation (if any) concluded by 31 Jan 2022.	<i>(v) Awaiting the Educational White Paper.</i>
Develop partnerships with local schools and outside agencies.	(i) Build on successful experiences of hosting primary school pupils to foster good relations with the local community.	D4	AJJ	Summer	School Budget	(i) Events held with good numbers of children visiting the school and enjoying the events. Feedback from primary schools.	<i>(i) Limited opportunities in the autumn and spring, will target the summer term.</i>
	(ii) Increase outreach programme to develop links with local schools.		MJE	All year	School Budget	(ii) Staff deployed where possible to support other schools. Feedback from primary schools.	<i>(ii) Some success in languages but other collaboration opportunities have been limited by the pandemic.</i>



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D. Leadership and Management

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Enhance the school buildings and infrastructure.	To include:	D5				(All projects are subject to sufficient funds being secured by the School - most likely through external grants - and with the exception of elements of (iv), all proposed projects are subject to planning permission.) The success criteria would be the cost-effective achievement of each project, to schedule and to budget.	
	(i) The potential development of a AGP on the top field.		ADW	Summer	All to be funded from a mixture of: School reserves		<i>(i) Planning permission applied for. Awaiting outcome.</i>
	(ii) The potential development of a new fitness suite and the associated refurbishment and/or expansion of existing changing facilities.		ADW	Summer	Foundation Reserves		<i>(ii) Planning permission applied for. Awaiting outcome.</i>
	(iii) The refurbishment of history glass corridor.		ADW	Summer	SCF grants		<i>(iii) Dependant on funding. Unlikely if (ii) goes ahead.</i>
	(iv) An expansion of digital technology including additional site bandwidth, improved system fail safes, upgraded firewalls, and enhanced backup facilities.		ADW	All year	Public and private voluntary donations		<i>(iv) Done.</i>
	(v) Covered areas in the Quad.		ADW	Summer			<i>(v) Dependant on funding. Unlikely if (ii) goes ahead.</i>
	(vi) Additional perimeter fencing on NW side of the school site.		ADW	Summer			<i>(vi) Dependant on funding. Unlikely if (ii) goes ahead.</i>
	(vii) New external door to library (consider feasibility of improving access by making this door automatic).		ADW	Summer			<i>(vii) Dependant on funding. Unlikely if (ii) goes ahead.</i>
(viii) Further improve signage and visibility of the [IWB] screens around the site and in the classrooms.	ADW	All year		<i>(viii) Some screens have been replaced with TVs, others have</i>			